

College-University Partnership Successes



Increasingly students want the benefits afforded by study at both a college and a university. Although many individuals have been and still are accepted as transfer students, often too little credit is given by the “receiving institution” for courses taken at the “sending institution”. There are exceptions. A significant number of successful student-centred partnerships between colleges and universities in Ontario have been established over the years, but there are still too few. To further improve the overall situation a Council of Ontario Universities (COU) - Colleges Ontario (CO) Joint Task Force on Student Mobility has recently been established.

There are a number of common elements that have made partnerships successful. These include

- student satisfaction and need
- program affinity between the college and the university
- a shared vision of university executive heads and college presidents
- mutual respect between the professoriate at both institutions
- geographic proximity
- clearly defined articulation agreements.

Some examples of successful partnerships are profiled below.

Partnership between Sheridan College and the University of Toronto Mississauga



Since 1971, the Art and Art History Program has offered its fine arts students concurrent academic experiences through studio training at Sheridan College and art history studies at the University of Toronto Mississauga (UTM). Graduates of this program hold two prestigious and practical credentials, reflecting the

program's dual focus: a diploma in Art and Art History from Sheridan College, and a Bachelor of Arts degree from the University of Toronto.

To respond to evolving student demands, the Art and Art History program has grown and diversified. Beginning with four students in 1971 as a three-year “Art Education” program focused on preparing secondary-school art teachers, it has evolved into a professional fine art program, offering both four-year Major and Specialist programs to over 450 students in 2007.

Art and Art History graduates still enter the teaching profession at the primary, secondary, and post-secondary levels but the current program also prepares them for a rich range of post-graduation options. Graduates work as professional artists and art historians, commercial photographers, illustrators, gallery directors, curators of contemporary and historical art, graphic designers, and in a host of other related professions. Many go on to further education in other college programs as well as university graduate programs.

What is perhaps the most important aspect of this unique partnership is the sense of community among the students and the faculty. Students tell us that they love this program because the Sheridan studio component gives them a cohesive home base where they feel connected, productive and cared for – not always an easy atmosphere to sustain in today’s complex postsecondary world.

Partnership between Seneca College and York University



In 1997, Seneca College’s General Arts and Science program and York University’s Faculty of Arts collaborated to establish a ground breaking and unique articulation agreement that facilitated a seamless

transition into a baccalaureate degree for aspiring college students. The model continues to be cited as an excellent example of joint college-university programming and forms the basis for the development of future transfer agreements between programs and their respective institutions.

The integrated liberal arts based program includes four York approved courses for which graduates receive one-for-one credit in addition to block credit for the remaining components of the program. In the second year of the GAS program, students are enrolled fulltime at Seneca while completing a 9.0 credit course at York University. An additional 6.0 credit course in the summer following graduation from Seneca enables the student to enter the equivalent of third year towards completion of their baccalaureate degree. The liberal arts curriculum enables students to complete degrees in any discipline offered through York University's Faculty of Arts.

The partnership's unique combination of university approved courses, liberal arts programming, university preparation focus and York University courses ensures that participants are prepared to succeed in their chosen area of study. Hugely successful and increasingly popular, the program has grown from an intake of 250 students in the academic year 1997/98 to 625 students in 2007/08. The program has the highest percentage of graduates in the province attending university. Graduates have gone on to complete teaching degrees and Master's degrees, with some currently enrolled in doctoral programs.

Georgian College University Partnership Centre



Four Ontario universities currently have formal agreements with Georgian College to deliver degree studies through Georgian College University Partnership Centre (UPC) at the Barrie and Orillia campuses. They are Laurentian University, Nipissing University, York University, and the University of Windsor.

The largest program is with Laurentian University. Beginning in 2001 with a modest cohort of 53 students studying one of three majors at either the Barrie or Orillia campus, there are now close to 1,000 students enrolled in three degrees, including the Bachelor of Arts with eight majors, Bachelor of Social Work, and

Bachelor of Business Administration. This remarkable growth has provided unprecedented access to Ontario students while saving the government, and provincial tax payers, tens of millions of dollars through the use of existing infrastructure and facilities shared by college and university students.

Overall, there are presently approximately 1,700 students enrolled in university studies at the UPC. As a result of the significant and sustained growth over the past four years, the partners remain firmly committed to the UPC's continued advancement and success. Discussions with other potential university partners are at an advanced level.

Students who have attended university studies through the UPC rave about having the best of both worlds. They can earn a degree while attending classes on small and quiet campuses close to home, without the considerable hassle and cost of travelling or moving to larger cities. The professors know the students by name and take a personal interest in helping them to succeed.

Partnership between the University of Guelph and Humber College



The University of Guelph-Humber is a joint initiative between the University of Guelph and Humber College. Based on the Humber campus in Toronto, University of Guelph-Humber admitted its first students in 2002, 200 in total, in Business and Media Studies programs. Today, University of Guelph-Humber has nearly 2,500 students in 8 programs which include, Justice Studies, Early Childhood Education, Family and Community Social Studies, Kinesiology, Computing and Telecommunications, and Psychology. Enrolment is expected to reach 3,000 by 2009.

Originally designed to meet the demand for university places generated by the 'double cohort' of High School graduates created by the phasing out of Grade 13 in Ontario, University of Guelph-Humber now helps meet the expanding GTA demand for accessible and affordable university undergraduate education. In this regard, University of Guelph-Humber benefits from having one of the most diverse student populations of any post secondary institution in Ontario.

The most distinctive feature of University of Guelph-Humber programs is the integrated nature of the curriculum. What this means is that students graduate in four years with both the advanced theoretical education embedded in a university honours degree and with the applied knowledge and professional training of a college diploma. This is reflected in the award of both a University honours degree and a College diploma, which if done in the traditional sequential manner would take at least five years. With an integrated curriculum it is not surprising that University of Guelph-Humber programs have also been successful in attracting transfer students from high affinity diploma programs as they graduate from both Humber and other colleges.

In addition, University of Guelph-Humber offers a small class learning environment and employs faculty from both the University of Guelph and Humber College. All programs involve experiential workplace based learning.

Retention of students has been high. Approximately 90% of admitted students continue their study beyond year one and over 80% of students complete their program in four years. Graduates have gone on to further their education in graduate programs, teachers college and law schools, while others have gained employment in their field of study.

Partnership between Centennial College and the University of Toronto Scarborough



Joint programs in Journalism and Paramedicine, started in the fall of 2002, were the first two of five joint programs established between Centennial College and the University of Toronto Scarborough (UTSC).

The students in the program in Journalism take their first two years at UTSC usually studying in the humanities or social sciences, and then enter the applied journalism program at Centennial College. The university courses provide a strong link to critical journalism issues and theory; the college experience gives team-based applied skills in journalism. The students learn to combine their desire for social and cultural awareness and change with specific skills, values and credentials of ethical, versatile, multidisciplinary journalism. The program has a 15 week industry field placement. The professors at both schools come from prominent and highly respected media such as the CBC, CTV, Global and OMNI

Television. Upon completion the students receive an honours B.A. from UTSC and an Ontario College Diploma in journalism.

The students in the Paramedicine program take science courses at UTSC in their first year. In their second and third years the students complete the college paramedic training at Centennial College with additional university courses. The final year is at UTSC. The University provides students with a science education that is the foundation for their work in the paramedicine profession the college diploma offers the students the focused, applied, theoretical and hands-on learning for job preparedness. The graduates receive an Ontario College Paramedic diploma and an Honours Bachelor of Science degree from UTSC.

Both of these programs have grown over the years. In total they have each attracted about 130 students, with approximate annual intake into each program of 30 students.

Partnership between York University and Sheridan College



This joint program in design is the first and largest program in Ontario to offer a Bachelor of Design Honours degree. It is a four-year University degree delivered jointly by York University and Sheridan College. The program, which began in 1999, is recognized throughout North America for maintaining the highest academic and professional standards. The alumni demonstrate the excellence of the program through their placements into top design firms.

Courses in design are taken equally on both the Sheridan and York campuses (a GO express bus is available 12 times a day between the two campuses). All liberal arts courses, whether humanities, social sciences, or natural sciences are taken at York University.

About 1000 applications from around the world are received for 120 positions in first year with incoming GPA averages in the mid 80s. Retention is the highest in the university. Many students have received multiple offers to the leading graduate programs throughout the world in the fields of Design, Architecture, Business, Law, Environmental Studies and Education. Graduates are national and international leaders in the world of Design.

Partnership between Mohawk College and McMaster University



Mohawk College and McMaster University celebrate a significant and successful partnership in collaborative degree development. Beginning with the McMaster-Mohawk-Conestoga Collaborative Bachelor of Science in Nursing in 2002 (BScN), and followed by the Mohawk-McMaster Advanced Diploma/Bachelor in Medical Radiation Sciences in 2004 (BMRSc), Mohawk and McMaster have now introduced Bachelor of Technology (BTech) degrees that enable students to proceed through pathways from apprenticeship to certificates and diplomas to undergraduate and graduate degree opportunities.

The collaborative health sciences degrees currently have 1,200 students in all four years of the programs, and recently achieved a full seven-year accreditation for Nursing. The Medical Radiation Sciences program will supply almost 50 percent of graduates needed for Ontario hospitals, and recently achieved two year accreditation for each of three specializations: Radiological Technology, Ultrasonography and Radiation Therapy. The Bachelor of Technology degrees, recognized this past year with an Yves Landry Award, will achieve a full enrolment of 1,500 students through two pathways in the following specializations:

- via Degree Completion (upon completion of a Technology diploma) in Civil Engineering and Infrastructure Technology, Computing and Information Technology, Energy Technologies, and Manufacturing Engineering Technology; or
- via Integrated Diploma & Degree in Process Automation, Biotechnology, and Automotive and Vehicle Technology.

Award winning research has further propelled these new degree collaborations forward. Given future challenges to healthcare due to baby boomer retirements, and future challenges to economic development due to skills shortages as a result of retirements, clearly Mohawk and McMaster have partnered in the most beneficial way to both provide great student opportunities and contribute to Ontario's social and economic prosperity.

Partnership between University of Ontario Institute of Technology and Durham College



The mandate of the University of Ontario Institute of Technology (UOIT) includes the requirement to provide career-oriented university programs and to design and offer programs with a view to creating opportunities for college graduates to complete a university degree. It is the mission of Durham College to provide career-oriented college programs and to develop clear pathways in, throughout and beyond the college experience. One response to these respective missions has been the implementation of a bridge program for students graduating from specific programs at Durham College to provide them with the opportunity to enter Year 3 of the BA (Honours) program in Criminology and Justice at UOIT.

Graduates with an Ontario College Diploma in Police Foundations, Law and Security Administration, or Correctional Worker can take a four-course bridge program. Those students who complete the bridge courses with a minimum overall average of 70 per cent and with no individual course lower than a C, can apply to enter Year 3 of the UOIT program in Criminology and Justice. By taking the bridge program in the summer immediately following completion of the diploma requirements, students can obtain both the diploma and the degree in four years.

A total of 167 students have started the bridge program since its inception in 2005. Of those students, 118 (71 per cent) successfully completed the program and were admitted to Year 3 at UOIT. Of the remaining students some successfully passed the bridge, but did not apply for admission to the UOIT program in Criminology and Justice.

The success of this bridge has led to further collaboration resulting in additional opportunities for students from other programs within the Durham College School of Justice and UOIT. It has been a very successful collaborative initiative!

Partnership Between the University of Windsor and Lambton College



Since 1998, Lambton College and the University of Windsor have partnered to offer graduates of the Lambton College Sports and Recreation Administrative (SRA) program, two years of recognition in the Faculty of Human Kinetics (HK) Degree program. Upon successful completion of the three-year SRA Advanced Diploma at Lambton's main campus in Sarnia, graduates who attain a 3.0 GPA or higher ("B" average) are automatically accepted and receive two years of equivalency in the University of Windsor, Faculty of Human Kinetics. There is no quota for applicants to this program. With an additional two years of study at the University of Windsor participants earn an Honours Bachelor of Human Kinetics Degree with a specialization in Sport and Leisure Management.

Through this articulation agreement over forty SRA graduates from Lambton have transferred to the University of Windsor-HK. Over 95% of the program participants have graduated from HK on time (in two years) and many of them have achieved recognition on the Dean's Honour List at the University of Windsor. While some of these graduates become employed in the Sports & Recreation/Human Kinetics field in a variety of areas, others have gone on to Faculties of Education or Graduate Studies.

The agreement has evolved over the years as both programs changed to ensure currency in curriculum. However, the basic framework has remained the same along with the most important element that forms the basis of the agreement: the student-centred focus of both programs and institutions.

Partnership between Fleming College and Trent University



Now in its third year, the University Transfer Program is a unique collaboration between Fleming College and Trent University, in which students who are not ready for, or who are lacking required academic credentials for direct entry to university, build academic skills, self confidence and knowledge required to be successful in university. The integrated program curriculum provides students with a coherent overview of Literature, Philosophy, Psychology and Sociology, weaving skills development in composition, critical analysis and reflection throughout. Students successfully completing the one year University Transfer Program with an average of 70% and at least 65% in each of the transfer credit courses enter Trent having earned four first year credits.

Initial results are impressive. Of the first cohort of seven students who entered Trent in 2006, five are now continuing in their third year of studies, with an average of 75.5%. Twenty three grads entered Trent in the second cohort in 2007, and their initial results are positive. Students are excited about their academic success. In the words of one student, "I am so grateful for this program. Without it, I wouldn't be at university."

Fleming faculty who teach in the program understand the requirements for success at university and balance the need to stretch and support their students. Further, the strong, trusting and transparent relationship between Fleming and Trent enables them to co-create program supports, such as access to the Trent library and pre-entry advising of students before they enrol at Trent. Both institutions see the success of the students and of the program as a shared responsibility.

Student Testimonials

“The Art and Art History Program’s balance of art history and studio practice has proven to be an important mix for my professional and artistic development. By offering courses in a range of media, I was able to learn both the technical skills behind photography, printmaking and sculpture, while also gaining a solid background in the conceptual theories and issues behind contemporary art practices.”

Shannon Anderson
Art and Art History Program Graduate
Sheridan-UTM

“The unique combination of a traditional university education that provides theoretical knowledge with an integrated practical college curriculum is a truly versatile form of undergraduate-level studies. Not only does it produce graduates who are ready for a workforce that demands the ability to think critically in hands-on environments, but it also keeps open the option for graduate and professional studies. The combination of university and college-level education provided me with a well-rounded set of skills and experiences that was appealing to law school admissions committees, whom were looking for candidates that would add unique perspectives to the law school classroom. It also finds day-to-day applicability in that classroom, which requires students to bring with them critical thinking, along with the ability to put those skills to use in a practical context.”

Gurpreet Singh Badwal, Graduate
Media Studies and Journalism
University of Guelph-Humber

“The joint program provided me with a seamless blend of academic and practical skills that allowed me to develop a true breadth of knowledge and understanding unmatched at other journalism schools. The courses I took in university added depth to the talents I honed in the newsroom, giving me more versatility as a journalist and keener insight into reporting.”

Andrew Rampersaud
Joint Program in Journalism
Centennial College and UTSC

"The courses that I had taken through the General Arts & Science Program at Seneca have more than prepared me to enter my third year at York University. I feel that the course work, the material that was covered and the structure of the program allowed me to shift seamlessly into another academic program. The General Arts & Science Program has allowed me to gain the confidence, skills and ability to be a successful student. I believe that my experiences will assist me in my future career as an educator."

Megan Houston
Recent Graduate of the GAS program
York-Seneca Partnership

"Without a doubt, the transfer agreement between Lambton College and the University of Windsor is amongst the best of any kind in the province. By applying what I learned in college to the advanced subjects at the university level, I was quick to distinguish myself from the average university student. The agreement has seen me grow as an individual, student and professional, offering new insights into the world of sport management while opening doors well beyond the undergraduate level."

Sergio Perciballi
Sports & Recreation Administration – **Lambton College**
Bachelor of Human Kinetics – **University of Windsor**
Master of Human Kinetics – **University of Windsor**

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